

The Significance and Suggestions of Kinetic Quotient (KQ) Education in Kindergarten

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Abstract: The kinetic quotient (KQ) education is not only a guarantee to promote the development of EQ and IQ, it is also the urgent need to improve the physical quality and the actual need to improve the level of physical education. The kinetic quotient (KQ) education is aimed to help students establish the concept of body and movement, to help students to have an effective perception of the world around them, to promote students' understanding of their own ability to move, and to develop appropriate teaching materials. It is necessary to strengthen the relevant training and theoretical guidance for teachers, to actively engage parents and their supervision, and to build an effective education mechanism for home—school cooperation.

Keywords: Infant; Kinetic Quotient (KQ) Education; Significance; Suggestions

In the field of sports research, the concept of kinetic quotient (KQ) expands the boundary of traditional sports research and enriches the function and value of sports. From the narrow sense of “kinetic quotient”, it mainly refers to the individual motion quotient, which reflects the individual's ability to overcome oneself and external things and realize motion behavior, and can be used as a comprehensive evaluation of individual sports talent and sports potential. In a broad sense, kinetic quotient mainly refers to the natural and social attributes of individuals, both of which need to be highlighted by means of body and activities, such as productive labor and life ability. Based on the definition of kinetic quotient in narrow and broad sense, we can define it as a person's sports talent and sports potential, which includes sports quality, sports consciousness, sports will and sports function. The kinetic quotient (KQ) education for young children discussed in this paper is a form of early childhood education with sports awareness and sports ability as the core content. What is the significance of developing children's kinetic quotient education in kindergarten education activities, and what are the more effective ways? This paper combines relevant research literature and educational observation to address these questions, aiming at exchanging ideas and mutual understanding.

1. It is of great significance of kinetic quotient (KQ) education in kindergarten

Early childhood is an important period of personal growth, and in this important period, a love of sports seeds can be buried, then for its future development, significance and role can be far-reaching. Specifically, this article believes that the significance of developing early childhood dynamic quotient education can be understood from the following three aspects:

1.1 Judging from the development of EQ and IQ

Some experts have proposed that $\text{success} = 50\% \text{EQ} + 30\% \text{IQ} + 20\% \text{KQ}$. From this formula, we can find the significance of EQ education. Intelligence quotient is the embodiment of the individual's comprehensive cognitive consciousness and ability; Emotional quotient is the embodiment of the individual's understanding of others and interpersonal relationship maintenance awareness and ability. And kinetic quotient is the embodiment of individual comprehensive motion consciousness and ability. According to the theory, the dynamic or motion

quotient reflects the human survival needs as well as instinct. Jean—Jacques Rousseau argued that sport should emphasize “the body before the spirit”, that is, in the process of human growth, sport plays an extremely important role. In other words, people who are physically active gain a sense of self—satisfaction and accomplishment from their physical involvement. Therefore, we believe that KQ (kinetic quotient) is an important basis or important premise for the development of EQ and IQ.

1.2 Through media reports, it is found that there are many important political figures

Business tycoons and scientific and technological elites in the world who have certain sports habits. Current Russian President Putin has a habit of practicing judo and skiing; Former U. S. President Obama has a habit of playing basketball, and many of our leaders are involved in sports. Related literature research shows that compared with foreign countries, the elderly in China pays more attention to their own physical exercise, and they have formed good exercise habit. As we all know, it is not easy and takes time to form a habit of exercise. So, how to develop the correct sense of movement and ability in early childhood? All preschool workers and parents should think about it. The related research results show that the children’s sports consciousness and sports ability can be cultivated and improved under the guidance of teachers when they participate in the relevant activities. Similar results can also be found in domestic databases such as chinanews.com.

2. Suggestions on kindergarten dynamic business education

2.1 Focus on the training of kinetic quotient education teachers

We know that no matter what kind of good educational idea or what kind of good teaching content, we need to carry it out through teachers in the course of teaching. That is to say, in any education teaching activity, the teacher’s role is an indispensable element. In the same way, to carry out kinetic quotient education in kindergartens also needs a qualified teaching staff. Although kindergarten teachers have gone through college education before starting their jobs, they have not gone deep into the physical education of preschool children, let alone the mastery of relevant knowledge and skills of kinetic quotient education. Therefore, it is particularly urgent to pay attention to teacher training in order to effectively promote kindergarten kinetic quotient education. This paper suggests that relevant kindergartens can cooperate with universities or the research institutions of kinetic quotient education, so as to improve the kinetic quotient education idea and education ability of in—service teachers in a short time.

2.2 Strengthen parents’ understanding and guidance of kinetic quotient education

Early childhood kinetic quotient education is the basic link to realize life—long physical education, and family sports activities are the premise to ensure the sustainable development of children kinetic quotient education. Parents are the children’s first teachers, and parents in the knowledge of kinetic quotient to a certain extent will lead to the child’s interest in sports participation. In the questionnaire survey, we found that a considerable number of parents of children themselves do not attach great importance to physical exercise, and some parents even do not know how to scientifically carry out physical exercise. In—depth analysis of the root causes, the results show that parents do not have a deep understanding of the role of physical exercise during the period of reading, and learning process did not attach importance to physical exercise habits and skills. Therefore, this article appeals that we should strengthen the guidance of the parents of the children, let them understand the kinetic quotient education correctly, and make clear its importance to the children’s sports habit.

2.3 It is very important to speed up the compilation of the teaching materials.

Fulfill the teaching tasks and improve the teaching quality. The professionalization, scientificity, rationality and operability of the teaching materials are very important factors. It has been proved that the lack of teaching materials is a very important factor for the lack of the practice of kinetic quotient education in kindergartens. We also find that many kindergarten teachers do not know how to choose kinetic quotient education activities and relevant game activities when they are faced with children of different ages. At the same time, some preschool teachers mistakenly believe that kinetic quotient education activities are “game activities”, or “children’s health class”. This article believes that the above—mentioned situation is normal in the background without the

relevant educational materials for kinetic quotient education. Therefore, it is urgent to speed up the compilation of educational materials to promote kinetic quotient education in kindergartens.

To sum up, the implementation of kinetic quotient education in kindergartens can promote the healthy development of children. The factors that restrict kinetic quotient education in kindergartens at this stage are the low professional quality of kindergarten teachers and the insufficient participation of parents. Therefore, we should promote the practice of kinetic quotient education in early childhood from three aspects: children, parents and teachers.

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